

Section 6: Approaches to Learning

This section addresses **Social-Emotional Development** through documentation of a child's **Approaches to Learning**. This includes the child's interactions of the environment, with peers and with adults. There is no direct correlation with the content of the Kindergarten curriculum standards although there is some aligned as defined by the content area of **Theatre Art**.

This section also correlates to **Head Start Performance Standards**:

1304.21(a)(3)(i)(A) Grantee and delegate agencies must support social and emotional development by: Encouraging development which enhances each child's strengths by: Building trust.

1304.21(a)(3)(i)(B) Fostering independence;

1304.21(a)(3)(i)(C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations;

1304.21(a)(3)(i)(D) Encouraging respect for the feelings and rights of others;

1304.21(b)(2)(i) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that: Encourages the development of self-awareness, autonomy, and self-expression;

1304.21(c)(1)(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;

1304.21(c)(1)(v) Enhances each child's understanding of self as an individual and as a member of a group;

1304.21(c)(1)(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and

1304.21(c)(1)(vii) Provides individual and small group experiences both indoors and outdoors;

1304.21(a)(4)(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;

Social and Emotional Development for 0 through 4 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Expresses comfort and discomfort	Uses specific kinds of cries to signal needs (e.g., hunger or wet)	
				Is responsive to adult's attempts to comfort (e.g., relaxes when back is gently rubbed)	
			Expresses enjoyment and unhappiness	Uses body to express feelings (e.g., waves arms when a familiar person approaches)	
				Conveys desires (e.g., makes vocal protesting noises when not picked up when she wants)	
		Self Control	Regulation	Stops crying upon seeing a familiar person	
				Calms self (e.g., sucks on hand before going to sleep)	

Social and Emotional Development for 5 through 8 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Express feelings	Makes responses to express how he feels about what is happening	
				Begins to show awareness of how others are responding	
			Express preferences and interests	Uses sounds, facial expressions, and actions to show preferences	
				Seeks attention from others and shows preference for familiar adults	
		Self Control	Regulation	Looks to a familiar person for a positive nod or encouraging word when encountering new experiences	
				Learns ways to find comfort in new situations	

Social and Emotional Development for 9 through 12 months (9 months to 1 year)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Shows likes and dislikes	Indicates desire for specific items or experiences (e.g. , reaches for a certain toy)	
				May have strong feelings about what frightens him and may become anxious more easily than before	
			Pays attention and responds to name and images of self	Pays attention to own reflection in the mirror	
				Responds to hearing name called	
		Self Control	Tries to manage own behavior in certain situations	Continues to develop and use strategies for coping with stressful situations.	
				Seeks reassurance when trying new or challenging experiences	
		Cooperation	Demonstrates awareness of others	Begins to watch other children in the group and shows interest in their play	
			Recognizes images of family members	Shows recognition when family photographs are displayed at eye level	

Social and Emotional Development for 13 through 18 months (1 year to 1-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Shows preferences, likes and dislikes	Views world from egocentric perspective (e.g., cries when frustrated that things are not going his way)	
				Explores various play materials and shows preference for specific items (e.g., music, books, etc.)	
			Developing independence	Uses "me, me" and "mine, mine"	
				Insists, "can do"	
		Self Control	Tries to manage own behavior	Responds to verbal requests to alter behavior	
				Stops unacceptable behavior without being reminded	
		Cooperation	May interact with another child for a short period of time	Reaches out to touch another child; may push child who takes a toy away, yet may also offer his toy to another child	

Social and Emotional Development for 19 through 24 months (1-1/2 years to 2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Expresses wishes, worries, and fears	Expresses definite preferences for favorite clothing, toys, and rituals for routine activities; uses "no" frequently	
				Responds to consistent routines and relies on familiar experiences	
			Explores the environment to find out who he is and what he can do	Asserts independence in wanting to do tasks by themselves, yet often asks for help	
				Can make choices between two options (e.g., soup or peanut butter sandwich for lunch)	
		Self Control	Tries to manage own behavior	Experiences feelings of power and pride	
				Tests limits and expectations to find out who is in charge [Note: biting is a common behavior when toddlers feel uncertain about their surroundings and expectations]	
		Cooperation	Watches and plays briefly with other children	Imitates other children with occasional instances of give-and-take	
				With adult supervision, can play side-by-side with peers; may be possessive, demanding, and lack understanding of own actions	

Social and Emotional Development for 25 through 30 months (2 years to 2-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Shows an emerging sense of self	Has a growing sense of separateness (e.g., identifies with own family members)	
				Exhibits more confident and independent behavior; however, also has conflicting feelings and ideas (e.g., independence and dependence, confidence and doubt, anger and passivity)	
			Gaining sense of mastery and achievement	Shows willingness to try new experiences and develop a growing sense of autonomy	
				Repeats a newly gained skill over and over	
			Growing ability to manage own behavior.	Shows beginning awareness of rules, but often forgets social expectations	
				Gains more control over routines and personal belongings	
		Cooperation	Plays beside other children	May have one or more preferred children within a small group of familiar children	
				Enjoys small group activities	
			Can share some pretend play themes	Uses words or actions to ask another child to play	

Social and Emotional Development for 31 through 36 months (2-1/2 years to 3 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Growing competence in accomplishments of self care	Begins to handle personal care routines (e.g., manages own clothing while toileting; removes coat and cap; hangs coat on hook)	
				Proudly shows off new skills such as remembering to flush or taking his napkin to the trash can	
			Gaining skill in identifying and expressing feelings	Learns to verbally state desires (e.g., "I want my toy back.")	
				Begins to understand behaviors that hurt self and others	
		Self Control	Demonstrates emerging ability to manage own behavior	Is increasingly eager to please others	
				Can follow a routine and may develop rituals	
		Cooperation	Shows capacity to play cooperatively with other children	Engages in simple pretend play with other children for brief periods of time	
				Joins another child in play or activity (for a period of 5 to 10 minutes)	
			Responds to other children's feelings.	Begins to show empathy; looks concerned when another child gets hurt	
				Assists another child having difficulty (e.g., helps child pick up crayons that have spilled)	

Social and Emotional Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Shows greater comfort with independence and increased feelings of self-worth	Takes pride in accomplishments (e.g., "I washed my hands by myself!" or "I did the puzzle myself.")	
				Develops a sense of humor; can laugh at self and others when small accidents happen	
			Shows positive self-esteem	Recognizes own special interests and abilities (e.g., child announces, "I am a scientist because I can figure out how things work!")	
				Has trusting relationships with other children and adults	
		Verbalizes feelings, needs, and wants		Talks to others (including dolls, puppets, imaginary friends) about what she is thinking about and how she feels	
				Continues to use physical ways of expressing self when feelings are intense.	
		Self Control	Manages own behavior with increasing skill	Gains new understanding about other people's feelings to guide the way he manages own behavior	
			Gains control over impulses	Can delay having desires met (e.g., offers to set the timer to indicate when it will be his turn to use the computer)	
				Shows empathy and compassion for others	
			Shows willingness to follow simple rules	Relates rules verbally, although she might lapse into forgetting to follow them at times	
				Can follow group rules and recognizes when a classmate has not followed the rules	

Social and Emotional Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Cooperation	Engages in cooperative play with other children	Can include give-and-take in play with others	
				Can sometimes work out problems encountered during play with others	
			Shows increasing ability to understand the feelings of other children	Is aware of how actions affect others (e.g., finishes painting at the easel and calls waiting child to come)	
				Can verbalize how others are feeling (e.g., explains to adult why another child is upset)	
			Shows increasing willingness to work out problems with peers	More willing to discuss problems and issues to work out solutions	
				Participates in transitions and assists with routines (e.g., helps other children pick up spilled blocks)	
			Is willing to participate in group activities	Able to accept others' ideas and change own behavior	
				Stays with a task until it is completed	

Social and Emotional Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Concept	Uses words and seeks adult help when needed to resolve conflicts	Shows increasing ability to use compromise and discussion in working, playing, and resolving conflicts with peers	K.6.01 PE 3.3-6
				Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming selves, others or property	PE 3.3-6 5.1-5
				Understands and follows the use of a timer or other device to determine when one child's turn ends and another's begins	PE 3.1-3
		Cooperation	Participates in the group life of the class	Increases abilities to sustain interactions with peers by helping, sharing and discussion	PE 5.4-5
				Shows progress in developing friendships with peers	PE 3.4
				Develops increasing abilities to give and take in interactions (e.g., takes turns in games or uses materials to interact without being overly submissive or directive)	PE 3.0

Social and Emotional Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Self Control	Demonstrates self confidence	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences	PE K.1.0 & K.2.0
				Demonstrates growing confidence in a range of abilities, and expresses pride in accomplishments	PE K.5.0
			Follows simple classroom rules and routines and uses classroom materials carefully	Shows a friend where to put blocks on the shelf during cleanup time	S.St K.6.02.c/d
				Knows to go to the book corner after snack	
			Shows empathy and caring for others	Develops growing understanding of how own actions affect others, and begins to accept the consequences of own actions	Hlth K.8.3
				Progresses in responding sympathetically to peers who are in need, upset, hurt or angry, and in expressing empathy or caring for others	Hlth K.8.1
				Responds positively to others' ideas	Hlth K.8.0

Social and Emotional Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age range	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Approaches to Learning	Management of Self Within the Learning Environment	Shows eagerness and curiosity as a learner	Shows interest in how water makes the wheel turn at the water table	
				Asks how the caterpillar can live in the cocoon with no food or water	Sc K.5.2
				Discusses with another child why the paint turned brown after the brush was used for several different colors	VA K.1.0
			Shows some self direction	Finds materials with which to work, such as scissors, tape and markers, for acting on an idea or desire	VA K.1.1
				Chooses one activity out of several and becomes engaged in it	
			Attends to task and seeks help when encountering a problem	Accepts help from the teacher when putting together a puzzle	
				Tries to engage the zipper on their coat over and over again until they can do it alone	
				Accepts teacher or peer suggestions for solving a problem	Hlth K.8.3
			Approaches tasks with flexibility and inventiveness	Plays role assigned by peer when playing in dramatic play center	
				Experiments with paint brush to find ways to keep the paint from dripping	VA K.1.0
				Tries to staple pieces of paper together after unsuccessfully trying to tape them together	